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ABSTRACT

A description is presented of the development of a National Research Agenda on Teacher Education. A constituent-based governance structure was established for the project. Teacher education across a continuum was reviewed, and seven key topic areas were identified. The key topics were: content, process, professionals as learners, collaboration, context, research, and change/dissemination. A conceptual framework was then developed to examine relevant issues. Immediate outcomes of the agenda-building process and issues for future research and policy analysis include: (1) not all aspects of a constituent-based effort are positive; (2) constituent-based efforts cost more and benefits are not always present: (3) teacher education has a critical momentum at present, and (4) there is a need for continuing development and nurturing of this momentum. (Author/GK)

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THE PROCESS AND OUTCOMES OF A CONSTITUENT-BASED TEACHER EDUCATION RESEARCH AGENDA-BUILDING PROGRAM

Gene E. Hall

Procedures for Adopting Educational Innovations Program
Research and Development Center for Teacher Education
The University of Texas at Austin

Paper presented at the annual meeting of the
American Educational Research Association,
San Francisco, April 11, 1979

JUL 3 1980

THE PROCESS AND OUTCOMES OF A CONSTITUENT-BASED TEACHER EDUCATION RESEARCH AGENDA-BUILDING PROGRAM[1]

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Research and Development Center for Teacher Education
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In nuclear physics when a certain combination of heavy metals are brought together with the correct surfaces at an interface, the result is called a "critical mass." With a slight impetus from a trigger mechanism, it is then possible to have a tremendous release of energy. In the social sciences, a phenomenon reminiscent of that described above can occur if the right interface between time, place, and cast of characters occurs in relation to some triggering, critical issue. That type of ehthusiastic energy was generated in the area of research and development in teacher education during the past year.

In the area of teacher education, the various constituent role groups have had the capacity to direct a unified, powerful effort toward addressing the problems of the profession. However, a trigger mechanism was needed to bring the role groups together and promote the formation of the "critical mass."

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[1]The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the authors and do not necessarily reflect the position or policy of the National Institute of Education. No endorsement by the National Institute of Education should be inferred.

The R&D Center for Teacher Education, with support from the National Institute of Education, has been able to serve as that trigger mechanism. The result has been the release of tremendous energy toward prioritizing directions for research in teacher education.

Several key factors operated to set the stage for the events to follow. These included: (1) the congressionally appointed Lab/Center Review Panel felt that the R&D Center for Teacher Education should have greater emphasis upon teacher education in its present activities; (2) staff members of the National Institute of Education were exploring the internship phase of teacher education, developing requests for proposals related to staff development, and seeking ways to involve various constituencies in the development of a research agenda; (3) staff of the NIE and the Texas R&D Center concurred with the Lab/Center Review Panel that the Texas R&D Center was not contributing as much in the area of teacher education as might be possible with expanded resources; (4) the various constituencies that have responsibilities for, or an interest or stake in teacher education had tremendous concerns about the locus of control of teacher education. There also has been widespread concern about the inadequately articulated knowledge base and lack of programmatic research in teacher education. All of these factors converged at the right time to create the opportunity for the R&D Center's Project: the development of a National Research Agenda on Teacher Education.

This paper presents a brief description of the twelve months of the project. The first section explains the procedures used by the R&D Center to establish the constituent-based governance structure for the project. The conceptual framework that was developed by the constituent-based governance group to examine relevant issues is then described. The paper concludes with brief description of some of the immediate outcomes of the

agenda-building process and an identification of several issues that could be the subject of future research and policy analysis.

R&DATE Project Management and Organization

During the spring of 1979, the R&D Center for Teacher Education proposed to the National Institute of Education that an effort be supported to explore research issues in the area of teacher education. This exploration would involve representatives of different constituencies concerned with teacher education in an examination of the existing knowledge base and the delineation of critical research needs. Outcomes of the exploration would be an invitational conference, conference papers, and the development of a National Agenda for Research in Teacher Education. The R&D Center would be the triggering mechanism to bring together the various role groups, but, as much as possible, the efforts, governance, and outcomes would be the products of the various constituencies.

In the summer of 1978, a four-tiered committee structure was established for the purposes of management. The proposal authors (N=3) served as the Project Management Team. They were responsible for daily operation of the project. This team combined with representatives of the other existing projects in the Texas R&D Center to form a Center Planning Committee (N=8). This committee represented the diverse array of experience and knowledge that the Center has accumulated over its many years of research and development activities.

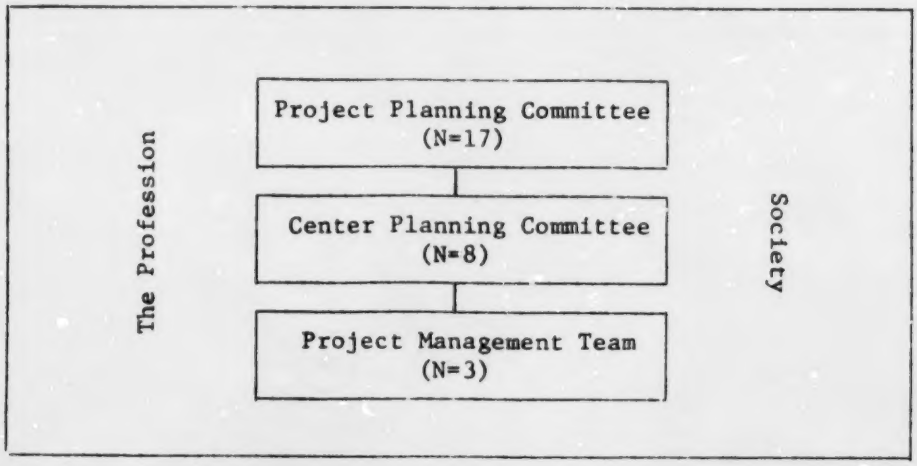
The largest formal group was the national Project Planning Committee (N=17), composed of the Center Planning Committee and selected individuals representing various constituencies in teacher education. The names of the

members of the national Project Planning Committee are attached as Appendix A. These representatives were sought through nominations from organized groups and from individuals that represent specific areas of expertise. The Project Planning Committee met three times between August 1978 and February 1979 to develop policy and guide the effort. The group also aided in planning the issues conference and, following the conference, met to determine consensus priority area(s) for future research.

The last group in the organizational structure was not as clearly specified or managed, the Profession and Society at Large. The input from this group came from a variety of sources: presentations, publications, correspondence, and conversations.

Figure 1 graphically depicts the organization and management structure:

Figure 1



Goals of the Planning Meeting

The first meeting of the national Project Planning Committee was held in mid-September 1978. The task was to help set the overall structure, processes, and timeline which would be used during the planning period. Specific questions addressed were:

a. What are the key issues facing teacher education today and in the next three to five years? From a broad perspective and from one's own particular frame of reference, what are the needs of teacher education? What are your needs?

b. From this array of needs and issues, what topics should be selected to be addressed by commissioning a set of issues papers? Should a paper be commissioned for each issue, or should the list of issues for papers be prioritized? If so, how? What should be the theme of the conference?

c. Who should be selected as paper presenters?

d. Should a structure be developed for paper presenters to follow?

e. Who should be invited to the conference?

Issues and Priorities Set

On the basis of two days of intensive brainstorming and ideas exchange, goals for an Issues Conference were formulated, and a conceptual framework that could be used as a broad overview of pertinent issues was evolved. The questions formulated were:

a. What is the present state of the research and development scene in teacher education?

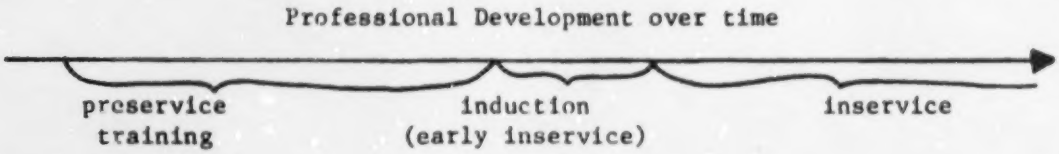
b. What are the key research and development priorities for teacher education in the future?

Conceptual Framework

The conference was organized around two dimensions of the conceptual framework: (1) reviewing teacher education across a continuum (preservice/induction/inservice) and (2) seven key teacher education topic areas. The

"continuum" concept represented the consensus of the national committee that teacher education should be viewed as a continuing developmental process of accumulating competencies and knowledge (see Figure 2), not as discrete time periods or independent experiences. The seven topic areas identified represented areas where the committee felt strongly that there was a need for exploration. The topic areas were used as a basis for organizing present knowledge and research problems. The topic areas are shown in Figure 3.

Figure 2: Teacher Education Continuum



Selection of Paper Presenters and Discussants

Following the September meeting, the committee members were responsible for nominating scholars and practitioners who could best address the selected critical topic areas. The nominated individuals were required to: (1) have a deep knowledge in the area; (2) be able to conceptually extrapolate beyond present research; (3) be able to speculate and suggest implications for teacher education. Nominations (N=211) were obtained by mail, and selection of the 26 presenters was coordinated by the Project Management Team.

Nominations were also solicited for special discussants, whose role would be to present a prepared reaction paper and raise additional points and questions from their own perspectives. These selections were also coordinated by

Figure 3: Teacher Education Topic Areas

I. Content:	What does research and development suggest that should be included in preservice and inservice teacher education?
II. Process:	What are the present conceptual and empirical perspectives on the design and delivery of preservice and inservice teacher education?
III. Professionals as Learners:	What does present research and theory say about teachers and teacher educators as learners?
IV. Collaboration:	How do the various roles and areas of expertise work interactively to design, deliver, and study quality preservice and inservice teacher education?
V. Context:	How do social, political, economic, and cultural realities affect preservice and inservice teacher education; how can theory and research in these areas be used to address these realities?
VI. Research:	What are present strategies, promises, and limitations of research for design, development, and evaluation of preservice and inservice teacher education?
VII. Change/Dissemination:	How can the knowledge and products produced by teacher education research be shared collaboratively and effectively with its constituent role groups and how can its practical application to improve real-world teacher education practice be facilitated? How can we increase the knowledge base about the change process in order to accomplish the above?

the Management Team. Each presenter was charged with preparing a ten, no more than fifteen, page paper in advance of the conference. A complete listing of paper presenters and discussants can be found in Appendix B.

Selection of Conference Attendees

The national committee was also active in the nomination and selection of persons to be invited to the three-day Issues Conference. A number of different constituent role groups were considered in the nomination process and key representatives were selected from within each of these. Two-hundred persons, representing scholars, teachers at all levels (preservice-induction-inservice), teacher educators, researchers, and policy-makers, were invited. From among these, there were 150 attendees.

The Conference Phase

The Issues Conference, entitled "Exploring Issues in Teacher Education: Questions for Future Research," was held January 10-12, 1979, in Austin, Texas.

Goals

The conference activities were intended to provide an opportunity to researchers, practitioners, and policy-makers to address these major questions:

a. What is known presently about research and development in teacher education?

b. What are the issues and problems facing teacher education today which need solutions in the next five years?

c. What are the key research and development priorities for teacher education in the future?

The specific objectives of the conference were:

a. the identification of the current pressing issues facing teacher education;

b. the structuring of problems which might be addressed by research in teacher education in the near future.

Organizational Format and Activities

The three days of the conference were divided into half-day sessions organized around each of the topic areas. For each topic area issues were addressed across the preservice-induction-inservice continuum. The first part of each session included an overview presentation of the research and conceptual frameworks currently used to consider the topic. Several specialist presentations focused on specific research questions generated by these areas, followed by prepared discussion of the presentations. The second half of each session involved small work groups charged with working collaboratively to identify key issues and to formulate an integrated set of questions for a future r&d agenda in teacher education.

The small groups had been formed at the beginning of the conference and remained intact throughout the conference, focusing on a new topic area during each half day. Specifically, the objectives for the small groups were to (1) identify the most important research questions derived from the topics and (2) develop a problem statement that would tie together major research questions from each topic into a conceptually integrated, yet broadly encompassing focus, for a future research and development agenda.

There were fifteen ten-member groups. Each had representation from teachers and teacher educators, conference presenters, the Project Planning Committee, researchers, administrators, and policy-makers. A chair and recorder were selected and instructed about their tasks prior to the conference.

It was assumed that, as subsequent issues were presented, the group's task would become more complex. It was hoped that, as each set of research

questions were identified, themes would develop that would tie together the major questions. Group members were asked to continually look for overall themes that would integrate research questions for the generation of a group problem statement. At the end of each day, each conference group shared their problem statements orally with another group and in writing for the total conference and for later inclusion in the published conference proceedings.

The agenda of the conference, with paper presenters and discussants in each topic area, is included as Appendix C.

Post-Conference Analysis Phase

Individual Syntheses

The fifteen small work groups at the Issues Conference were charged with identifying key issues and formulating an integrated set of questions for a future research and development initiative in teacher education. Each of the groups produced a set of research questions and/or problem statements for each of the seven topic areas. The task following the conference for each Project Planning Committee member was to develop a synthesis of key issues and questions that should become priorities for teacher education research.

All members of the Project Planning Committee received the products generated by the small work groups. Each individual analyzed these products from his/her own perspective and developed a synthesis of issues and research priorities. Each of these syntheses was mailed to the other 17 members of the planning committee for review.

Development of a Consensus Set

The Project Planning Committee then met on February 25-26, 1979, to discuss their individual syntheses and to develop a consensus set of

recommendations. A first draft of the report, "A National Agenda for Research and Development on Teacher Education, 1979," that attempts to summarice the findings of the entire agenda-building effort, is presented being critiqued by the planning committee.

Outcomes of the Constituency-Based Agenda-Building Process

Outcomes of different types and of different orders of magnitude can be observed already from the agenda-building process. Nearly all of these are positive in nature. This clearly reflects the high quality investment that was made by the national Project Planning Committee, the conference presenters, and the participants in the conference and also reflects the weight of the needs that are pressing teacher education at this time. The following sections present a summary of some of the key outcomes.

On the Process of Constituent-Based Agenda-Building

It is clear that there are both advantages and disadvantages in working collaboratively with diverse constituencies in the accomplishment of a task. In this case, all constituent group representatives were very professional and dedicated and worked beyond the call of duty in making contributions to the project. In addition, each had a wealth of relevant experience and original, key ideas to contribute. Even more important, all groups, even those representing conflicting organizational agendas, worked cooperatively, respected each other's diverse interests, and maintained the focus on teacher education research needs.

The rich diversity of perspectives greatly strengthened the outcomes. Likewise, the constituent representatives were able to increase the base of support for the recommendations and priorities that will result by linking

the project with other members of their constituencies and to bring their perspectives back to the discussions.

In terms of disadvantages, the increased time lag in communications and the difficulty associated with developing consensus in decision-making became evident. Whenever correspondence would be used to communicate, miminum turn-around time was ten days to two weeks. Fortunately, the telephone system worked effectively to circumvent this difficulty.

Conference Outcomes

One major accomplishment of the overall effort was the conference itself. It was a unique "happening." Interest in it, attendance, and involvement were surprisingly high. Top level leaders from all facets of practice and research in teacher education were in attendance and actively participated. The informal, small group gatherings that usually form in the hallways while the conference proceedings are underway did not occur. Rather, at all times, nearly all conference participants were actively engaged in the conference proceedings. In part, this may have been due to the scheduling design and process insisted upon by the national planning group. Time had been allocated not only for presentations, but also for participant discussion. This degree of involvement was also probably due, in part, to the presently intense interest in teacher education. The intense concern that is evident about the future of teacher education and the felt need for much more research in the area was clearly reflected by participant involvement during the conference.

Another important outcome of the conference was that there was an opportunity for many different points of view to be presented. This was particularly true as members of small groups got to know each other and hear each other. The conference participants represented many and diverse perspectives, and many

opportunities were provided for idea exchange. As a consequence, no one group, association, or agency was able to dominate discussion or exclude another perspective.

Another key outcome of the conference is the papers which were produced. The short (10-15 page) papers written by each of the presenters and discussants provided a concise statement of critical issues. At the same time, they provide a mechanism whereby readers who wish to pursue a topic further have access to bibliographies and contact persons who can steer them in appropriate directions. A search is presently underway for a suitable publisher. In the meantime, the Center is distributing the papers, as are the conference participants, who have been very active in sharing their copies.

Outcomes for the Profession

Clearly, the conference provided a mechanism whereby the diverse members of the profession of teacher education had a chance to get together and discuss issues, clarify concerns, and formulate possible next steps. Many of the problems facing teacher education can only be attacked by face-to-face dialogue between the various constituencies. Taking place over three full days, the conference created ample opportunity in a facilitative environment for ideas to develop and responses to be made. Clearly, the diverse constituencies involved with teacher education need further opportunities for dialogue about issues and consideration of recent research findings.

A National Agenda for Research in Teacher Education

A product that is now being developed is a report entitled, "A National Agenda for Research and Development on Teacher Education, 1979." This report is a summary of the key recommendations of the national planning committee, the paper presenters and discussants, and the major issues raised by work

group discussions at the conference. This 65-page statement represents the consensus recommendation of teacher education constituents about next directions for research.

There are some interesting priorities and clear directions suggested in this research agenda. Contrary to what might be expected, the emphasis is not upon experimental study, but is rather upon theory-building and synthesis of information about ongoing practice. A key recommendation was that the topics of future research need to be directly related to teacher education as seen by the practitioners in the field, i.e., teacher educators.

The overall perspective for the recommended National Agenda for Research on Teacher Education is one of pluralism. At this time, teacher education represents large and rich diversity in terms of role groups, stake-holders, and perspectives. Therefore, research on teacher education needs to acknowledge this pluralism and use it to advantage. In this context, research should not focus at one point, but be distributed across the preservice/induction/inservice continuum. Different role groups should be involved. Diverse research methodologies (both quantitative and qualitative) should be used, as should different assumptions and theoretical perspectives. There should be individual research projects and collaborative/interactive research. Clearly, women and minorities should be involved as should practitioners. Many research efforts should include an emphasis upon multicultural dimensions. This diversity in focus is seen as a strength in contributing toward the knowledge base and increasing the effectiveness of teacher education.

Next Steps

Next Steps for the NIE

This national agenda-building activity could not have occurred without funding from the National Institute of Education (NIE) and the support of key NIE staff. Clearly, the steps that follow from this effort will also depend, to a great extent, upon the priorities set by NIE. A key, positive indicator of future support is the fact that NIE encouraged this type of constituent-based agenda-building activity. This support was enthusiastically recognized by many conference participants who expressed gratitude that a federal agency would recognize the seriousness of their problems and would challenge, rather than avoid them. It appears that a critical mass has been formed and that there is a great deal of potential energy. Future investments by NIE can now be based on increased knowledge about constituent concerns and a better synthesis of present understandings. There is the potential for selecting research priorities for teacher education that are well grounded with constituent input.

Next Steps for the Texas R&D Center

The Texas R&D Center has also gained in this planning effort. The Center has had an opportunity to serve as host and catalyst for examination of the critical issues. It is hoped that the Center will have an opportunity to bite into one of these priority areas suggested by the proposed national agenda for its own future research and that the Center can continue to provide leadership in the area of research and development in teacher education.

A Summary of Issues for Consideration

Several issues might be considered in the design of future constituent-based agenda-building efforts. These are briefly described here.

1. Not all aspects of a constituent-based effort are positive. It takes significantly more skill, time, and energy to accomplish something with representatives of diverse interests. All actors are never equally satisfied with the process and the outcomes. However, the process can be very productive and it can be an effective way to approach examination of complex issues. Research is needed on the process itself. Some of the issues that might be worthy of further discussion and research are presented in the following section.

2. Constituent-based efforts cost more and the benefits may not always be there. The cost-benefit ratio of collaborative efforts needs to be closely examined. It is far from certain that all efforts should be constituent-based. All people do not have the skills; all problems do not require the extended dialogue and process that are required in constituent-based approaches. Research and policy analyses need to be conducted to help identify both problem areas and times when it is appropriate for various constituents to come together to collectively do a task. There are, clearly, greater costs in terms of personnel time and other resources in relation to constituent-based efforts. How do these increased costs compare with the potential for increased results? What are the trade-offs? Examination of these issues should occur on a more systematic and empirical basis than has occurred to date.

In the case of the development of a national agenda for research in teacher education, the benefits of a constituent-based effort clearly outweigh the costs. The problem area requires a collaborative approach. Likewise, the constituent representatives who participated in all phases of the project

were very able, professional, and concerned individuals who share a common belief in the ultimate potential of teacher education, research, and collaboration.

3. Teacher education clearly has a critical mass and momentum at this time. The press for movement, coordination, and organization of the diverse constituencies that are involved in teacher education is clear. There is tremendous conflict brewing over who is in control of teacher education. There is no organized knowledge base. There are major questions about which directions preservice/induction/inservice teacher education should be pursuing. Further, as the involvement of the national planning committee attests and as the attendance at the invitational conference indicates, there is widespread and intense interest in the future of teacher education.

4. What next steps will be taken to move toward the future of research on teacher education? This constituent-based agenda-building activity represents a single step in the process of the design, development, and dissemination of research on teacher education. A one-time conference in and of itself does not make much difference in the long run. There is a need for continuing development and nuturing of the momentum through mechanisms that will assist the constituents to continue a dialogue and to work on the pressing problems. It is not clear what the roles of different agencies, institutions and individuals are and which can provide what kinds of leadership. The needs are tremendous. The constituents are ready. The leadership and triggers are needed.

Hopefully this effort will be only one of a series of conferences, studies, and teacher education activities that will lead to the development of a national thrust in teacher education research. Teacher education is sorely in need of new knowledge and improved practice. In this time of intense competition for resources and control, the improvement of teacher education practice can only come from continued collaborative dialogue and national leadership.

Appendix A

NATIONAL PLANNING COMMITTEE
RESEARCH AND DEVELOPMENT AGENDA IN TEACHER EDUCATION PROJECT

NATIONAL PLANNING COMMITTEE, R&DATE Project:

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Southwest Educational Development Laboratory
Austin, Texas

Kenneth Howey
University of Minnesota
Minneapolis, Minnesota

Judy Lanier
Institute for Research on Teaching
East Lansing, Michigan

Bernard McKenna
National Education Association
Washington, D. C.

Richard Miller
Elkhart Community Schools
Elkhart, Indiana

J. Larry Mong
Market Street School
Warren, Pennsylvania

Orrin Nearhoof
State Division of Teacher Education and Certification
Des Moines, Iowa

Sylvia Tucker
Oregon State University
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Correlates of Effective Teaching Program, R&D Center

P. Thain Marston
Evaluation of Teaching Program, R&D Center

Robert F. Peck
Teaching-Learning Interaction Study, R&D Center

Melvin P. Sikes
Disruptive Student Project, R&D Center

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Procedures for Adopting Educational Innovations, R&D Center

Susan F. Loucks
Procedures for Adopting Educational Innovations, R&D Center

Appendix B

Bibliography of Papers Presented at
the Invitational Conference:

Exploring Issues in Teacher Education:
Questions for Future Research
January 10-12, 1979

Research and Development Center for Teacher Education
The University of Texas at Austin

Boyer, J. B. The essentials of multi-culturalism in the content of teacher education research. A projective overview. Presented at the Context Session.

Bush, R. N. A new source of energy for teacher education: Collaboration. Presented at the Collaboration Session.

Carey, L. M. A framework for identifying future research questions related to teacher education in the university context. Presented at the Context Session.

Cooper, J. M. Improving teacher education program evaluation. Presented at the Research Methodology Session.

Dillon-Peterson, E. A. Process and inservice education. Presented at the Process Session.

Doyle, W. Research on teaching in classroom environments. Presented at the Research Methodology Session.

Emrick, J. A. Some implications of recent research on educational dissemination and change for teacher education (inservice) programs. Presented at the Change/Dissemination Session.

Feiman, S. Growth and reflection as aims in teacher education directions for research. Presented at the Process Session.

Fenstermacher, G. D. What needs to be known about what teachers need to know? Presented at the Content Session.

Good, T. L. Research on teaching. Presented at the Content Session.

Heath, D. H. Toward teaching as a self-renewing calling. Presented at the Professionals as Learners Session.

Houston, W. R. Collaboration -- see "treason." Presented at the Collaboration Session.

Kennedy, G. C. Collaborative inquiry: A practitioner's perspective. Presented at the Collaboration Session.

Koehler, V. Methodology for research on teaching training. Presented at the Research Methodology Session.

Lewis, C. A discussion of political and economic realities impacting upon teacher education research. Presented at the Context Session.

Lieberman, A. Describers and improvers: People, processes and problems. Presented at the Change/Dissemination Session.

Pratt, H. Selecting content for inservice education programs. Presented at the Content Session.

Reynolds, M. C. Networks of teacher educators: An approach to public law 94-142. Presented at the Change/Dissemination Session.

Ryan, K. Inside the black boxes: The process of teacher education. Presented at the Process Session.

Schalock, H. D. Eating humble pie: Notes on methodology in teacher education research. Presented at the Research Methodology Session.

Smith, B. O. On the content of teacher education. Presented at the Content Session.

Sprinthall, N. A. Adults as learners: A developmental perspective. Presented at the Professionals as Learners Session.

Sullivan, E. V., & Taylor, M. Teacher training: A necessity, not a frill. Presented at the Professionals as Learners Session.

Tikunoff, W. J., Ward, B. A., & Lazar, C. Partners: Teachers, researchers, trainer/developers--An interactive approach to teacher education r&d. Presented at the Collaboration Session.

Tisher, R. P. Teacher induction: An aspect of the education and professional development of teachers. Presented at the Process Session.

Wallace, R. C., Jr. The influence of selected context variables on schooling. Presented at the Context Session.

Bibliography of Discussant Remarks Presented
at the Invitational Conference:

Exploring Issues in Teacher Education:
Questions for Future Research
January 10-12, 1979

Research and Development Center for Teacher Education
The University of Texas at Austin

Bettis, T. Discussant remarks, process. Presented at the Process Session.

Brickley, R. R. Change/dissemination, remarks of Richard R. Brickley, discussant. Presented at the Change/Dissemination Session.

Gage, N. L. Remarks as discussant at the University of Texas conference on teacher education. Presented at the Research Methodology Session.

Holley, F. Discussion: Research methodology. Presented at the Research Methodology Session.

Howey, K. R. Reactions to the panel on the content of teacher education. Presented at the Content Session.

Howsam, R. B. Discussant remarks, professionals as learners. Presented at the Professionals as Learners Session.

Lanier, J. Collaboration session, discussant remarks. Presented at the Collaboration Session.

Melle, M. A change agent looks at adult development: Discussant's reactions to papers presented on the topic "professionals as learners." Presented at the Professionals as Learners Session.

Olivarez, R. D. Change/dissemination component session, special discussant comments. Presented at the Change/Dissemination Session.

Phelps, V. Discussant remarks, collaboration. Presented at the Collaboration Session.

Ruch, C. Content of teacher education: Next steps on the research agenda. Presented at the Content Session.

Sandefur, J. T. Context discussant paper. Presented at the Context Session.

San Jose, C. A practitioner's questions about the process of teacher education. Presented at the Process Session.

Stallings, J. A discussant's remarks on two papers on context. Presented at the Context Session.

Appendix C

Presenters, Discussants, and Chairs
for the Conference:

Exploring Issues in Teacher Education:
Questions for Future Research
January 10-12, 1979

CONTENT

Session Chair: Richard Miller
Elkhart, Indiana,
Community Schools

Overview: B. O. Smith
University of
South Florida

Presentations: Gary Fenstermacher
Virginia Polytechnic
Institute & State
University
Thomas Good
University of Missouri
Harold Pratt
Jefferson County Public Schools, Colorado

Discussants: Kenneth Howey
University of Minnesota
Charles Ruch
Virginia Commonwealth
University

CONTEXT

Session Chair: J. Larry Mong
Market Street School,
Warren, Pennsylvania

Overview: Richard C. Wallace, Jr.
Fitchburg, Massachusetts, Public Schools

Presentations: James Boyer
Kansas State University
Lou Carey
Arizona State
University
Carol Lewis
Teacher Corps,
Washington, D. C.

Discussants: Jane Stallings
Stanford Research
Institute International
J. T. Sandefur
Western Kentucky
University

PROCESS

Session Chair: Jacqueline Vaughn
Chicago Teachers Union,
AFT

Overview: Kevin Ryan
The Ohio State
University

Presentations: Betty Dillon-Peterson
Lincoln, Nebraska,
Public Schools
Sharon Feiman
Denver, Colorado
Richard Tisher
Monash University
Australia

Discussants: Christine San Jose
Syracuse University
Thomas Bettis
Springbrook School,
Kent, Washington

PROFESSIONALS AS LEARNERS

Session Chair: Sylvia Tucker
Oregon State University

Overview: Norman Sprinthall
University of Minnesota

Presentations: Douglas Heath
Haverford College
Edmund Sullivan
Ontario Institute for
Studies in Education

Discussants: Marge Melle
Jefferson County Public
Schools, Colorado
Robert Howsam
University of Houston

COLLABORATION

Session Chair: Domingo Dominguez
Southwest Educational Development Laboratory

Overview: W. Robert Houston
University of Houston

Presentations: Robert Bush
Stanford University
Charlette Kennedy
Northwestern Elementary School, Eaton Rapids, Michigan
William Tikunoff/Beatrice Ward/Charlotte Lazar
Far West Laboratory for Educational R&D/San Diego, California, Unified School District

Discussants: Vaughn Phelps
Westside Community Schools, Omaha, Nebraska
Judith Lanier
Institute for Research on Teaching

RESEARCH METHODOLOGY

Session Chair: Bernard McKenna
National Education Association

Overview: Virginia Koehler
National Institute of Education

Presentations: James Cooper
University of Houston
Walter Doyle
North Texas State University
H. Del Schalock
Oregon State System of Higher Education

Discussants: Nate Gage
Center for Educational Research
Freda Holley
Austin Independent School District

CHANGE/DISSEMINATION

Session Chair: Jerry Watson
Columbine Hills School, Lakewood, Colorado

Overview: Ann Lieberman
California Commission on Teacher Preparation Licensing

Presentations: John Emrick
Los Altos, California
Maynard Reynolds
University of Minnesota

Discussants: Ruben Olivarez
Texas Teacher Corps Network
Richard Brickley
Research & Information Services for Education